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PRIMARY SCHOOLS.

WITHIN the past few years a large portion of many of the Reports of School Superintendents of the cities of Massachusetts and elsewhere has been devoted to a discussion of the methods of Primary School instruction. And, wherever the supervision of this grade of schools is devolved upon practical teachers, it is receiving more and more consideration, indicating that, as a whole, this grade has not kept pace with the Grammar and High Schools, in improved methods of instruction.

Is it not true that more of a school child's time is misspent at this than at any subsequent period of his school days? Assuming that the fact is as above indicated, we shall seek for some of the causes, trusting that the remedies may be inferred.

We apprehend that one cause is to be found in the comparative indifference which has been felt by superficial examiners and supervisors of this grade. Parents, too, attach but little value to the time of their children at this early age, and but little importance to the quality of the instruction received. Is it not an indisputable fact, also, that persons of very slight qualifications are employed, and thought competent, to teach a Primary School? Premising that there are many brilliant exceptions, we assume this to be far too general a rule.

The requisite qualifications for teaching a Primary School are fully equal in amount to those required for a High School; less book learning is required, more knowledge of human nature, greater facility for adapting means to ends, greater patience and more self-sacrifice are demanded. A primary teacher may dispense with a knowledge of Latin and Greek, and the higher mathematics; but she must know how to teach the alphabet, and open the whole field of nature, so as to make the acquisition of a knowledge of it attractive, instead of repulsive, to childhood, while she must know how to exercise constant control over childhood with its irritability and wayward impulses. Now, though the teacher of a High School should possess these requisites, he is not dependent upon them for his success in teaching or discipline. The primary teacher must possess the power of inducing in the plastic mind, by an inherent beauty of character and certain indefinable elements of attractiveness, right habits of thought, and right affections. The more confirmed are bad habits, from want of properearly training, the less power can this influence exert upon the subjects of such habits; and the more faithful the early discipline has been the less need will there be for these happy influences.

It is the nature of childhood to be attentive, impressible, and it receives intuitively; facts, not reasoning, will keep all these habits in a healthy state. It is with these, then, that the primary teacher should be stocked, and she must have a thorough familiarity with the philosophy of their presentation, and she must be well versed in the philosophy of the mind and the proper modes of access to it. Young children sooner tire of their occupations than older ones; hence, the primary teacher must be continually on the alert to devise new modes of occupying the minds of children that they may be kept interested and active, without weariness. She must know how to amuse as well as to instruct. We have in mind a teacher of a Primary School, who has a side-room supplied with a great variety of children's toys, such as tea-sets, cup-and-balls, dolls and beds, blocks for house-building, checkers, dominoes, etc. I saw her seize upon a description of three-penny morris and twelve-penny morris as a great acquisition for her play-room, and set herself about learning them with all the avidity of a child. These recreations are practised by the children when lessons are finished.

older ones often teach the games to the younger, and so aid their teacher and companions, whilst amusing themselves.

The walls and tables of this school-room are not covered with marks of punctuation, or maps and charts, alone; she has a collection of the various grasses, grains, and nuts, sections of different species of trees, and fragments of all the materials employed in many of the useful and curious arts; her text-books are often in manuscript. She has a collection of six hundred words that are in common use, and sufficiently difficult to need special attention, some of which are likely to be given to her children in the examination for promotion; every one of these a child must be able to spell, or she does not present him for advancement; this is, besides, her regular spelling; and this adaptation of means to the end appears in all her work. She has a pleasing variety at all times; and, by a fixed method and perseverance in its application, she makes school a happy and truly profitable place. When to these is added a selfsacrificing love for children, which she possesses in a degree unsurpassed by the best of mothers, and which, perhaps, is her great motive power, it will appear that all the requisites here combined equal those possessed by any teacher, however high may be the name of his school.

In almost all our cities and towns, whilst no teacher without experience and peculiar qualifications would be employed for a High School, and seldom for a Grammar, almost any young lady who has passed through the High School is eligible to a Primary School in her own town or city, and is preferred to any person from abroad, however great her experience or success may have been elsewhere; such is the popular feeling in favor of employing native talent, and such the low estimate put upon the qualifications necessary to teach a Primary School.

Now, with reference to employing home talent; if we look to the places where talent, habits, and modes have been sometimes brought from abroad, it will be found that the tone of instruction is more varied and more elevated than where those only instructed by the same system are employed to teach. We could cite instances where committees have seemed to disregard the claims of the whole school of fifty children for the sake of meeting those of a townsman or towns-woman. And it is in the Primary particularly that such dereliction is oftenest practised. Now new methods are struck out by every new and peculiar system of instruction. The city that introduces into her system a regulation requiring that all lessons shall be studied in twenty minutes, and recited in the next ten, will secure rapidity and promptness in recitation; and one introducing a regulation requiring that an hour shall be occupied in a recitation, and encouraging the thorough discussion and analysts of every subject, will be sure to produce habits of thought and reflection. Let two teachers, brought up under these different systems, labor side by side, and it will be remarkable if the habits of each should not operate upon the modes of the other, and that for their mutual benefit. Employ these teachers in their respective homes, and the probability is that each would only extend the evils of her system.

We once incurred the displeasure of a neighbor by merely presenting this view to him when he was berating the School Committee for appointing a stranger from abroad, with proved qualifications, instead of a friend in whom he had a special interest, and who had the advantage of having patronized our High School for the term of four years. After repeated efforts to secure his friend a situation in her own town, she went abroad, and soon became a preceptress in an academy, with twice the salary she could have secured at home.

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THE BEHAVIOR OF CHILDREN AT TABLE.

BY REV. WARREN BURTON.

THERE is one time and one place at which an indulged and mismanaged family generally exhibit about their worst. It is the meal time and the table. How often are they the occasion at which the lower nature in the child, the animal, manifests its claws, its teeth, and its quarrelsome voracity. The call is given for the morning, mid-day, or evening repast, no matter which, and now how the creatures rush to their feeding. What a scraping and squeaking of chairs, as they drag them up or pull them back; what rattle and racket as they creep up or tumble on. Then what hastening to

the onset, cries for this or that; or, without a cry, they dash into one thing, or slash across another. Then there is the hue perhaps, especially at the daintier articles, "Mother, he's getting it almost all. I shan't have any." The reply is snapped back: "I say I'm not getting it all; but you got it almost all yesterday, and I'm going to have my share to-day." Indeed, all law and order, if there ever were any, are entirely upset; and, perhaps, some dishes are upset, too.

There is no more strength of authority in that distracted and custom-hardened mother than there is in a wreath of steam curling up from the hot cookery. It is possible that the father's grum voice and stern look may command order; or, very likely, they may not. He, perhaps, considers the meals and the management thereat the mother's affair, unless the uproar becomes quite insupportable.

Then he simply exclaims, pshaw, pshaw! what a noise you make! and he meekly puts down his food with Yankee, tavern-like velocity, and scuds out of his own home, away from his own empire, as if to save his ears.

As it regards these unmannerly and unmanageable children at the table, there is one simple rule — it is this: If a child does not come quietly and take his own, proper place, and there wait till he is helped; and then if he should not be satisfied with what he is helped to, in ordinary circumstances; indeed, should he behave in any way, such as would put you to the blush, (with company,) send him away instantly. Do not threaten, as the majority of parents do: "You shall leave the table, if you do n't behave better. I tell you, you shall." What cares he! He knows it is nothing but breath; he has heard the threat ever since he can remember. No; let the rule be understood and established; let it be acted on as instantaneously as the report follows the flash of a gun, only with perfect gentleness, as well as decision, on your part. There should be no harshness of voice, or roughness of hand; indeed there will be no need of it, if such shall be the well-understood rule. It may be said that the child, by some inadvertence, may make an unintentional mistake. Very well; then the certain penalty will prevent future carelessness. This would avert, perhaps, a similar carelessness and ill manners, and confusion of countenance, when there shall be company. Indeed, so train your child, and it may certainly be done, that you shall just motion with your finger for him to leave the table, and he shall instantly obey and be gone, and all so quietly, that the persons present, possibly, shall be first made aware that he has left, by his vacant place. Thus, under all circumstances at the table, you are at ease; you have no fear; and your children are being formed at once to easy and appropriate manners, whatever be the company.

Do not, however, follow the example of a brother clergyman. "I have complied with your rule, already," he remarked, as I was commending this method of discipline. "I have sent my children away for bad behavior. But I find they like nothing better; for they have then a capital time in the kitchen with the maids." "Did you send them into the kitchen?" I asked in reply. "O, yes; where else should they go?" "Not there, I rejoined; for while you and the mother are eating the pudding, they will there be eating the pie, or the cake, or whatever nice bit the good-humored girls can hunt up to tickle their palates, and gain their favor. Oh no; that is not the way. Put each in a corner by himself, with no fellowship from anybody, or anything but his own memory, and heart and conscience. Let him feel how very lonely and how very cold it is to be shut away from the genial table, and the warm, loving hearts around, and such discipline will not often need to be repeated."

Why should there not be perfect propriety of manners at home, and in all its unguarded privacy, as well as anywhere else? There should certainly be respectful manners and language to parents there, and particularly at the table. There should be courtesy, also, to brothers and sisters; and here is a very special opportunity therefor, which ought not to be neglected. Indeed, the table is about the best possible schooling-place for manners. Every day, regularly, it presents opportunity for theory and practice. The table is the place where the sweetest family affections may be cultivated, and the heart flow around from one to another, as nowhere else. Every meal should present something new of intelligence brought by those who come from abroad. With a little effort, with a little regard for the great ends of existence, certainly this might be realized to an extent far beyond what has ever been before in the majority

of families. Let the meal be the simplest, — should necessity compel, it may be nothing but bread and fruits; and yet there may be as rich a pastime to the intellect and heart as the most abundant wealth, or even royal revenues, could afford. The table is the special place and scene of what is called hospitality. This word generally has reference to those who come in from without, but it may have a higher meaning, and be applied to those who abide together within. Each family, and loving and beloved soul in it, may have at the table, and at every meal, another and new occasion for fresh hospitality to the dear souls around. This consists in utterance, with the common desire to entertain, or in listening, with a desire to be entertained, for it is as hospitable, as well as courteous, to listen, inasmuch as, when one thinks he can do good by speech, he likes to be heard. How beautiful might these table-manners be, in all they comprehend as to the inner as well as outerman.

Thus a family would be prepared for propriety, grace, kind feeling, anywhere. They might sit down in the humblest abode, and with the rudest people, and still put them at perfect ease, and this without at all participating in their rudeness. They might sit in the highest circles of our country, indeed with nobles and princes, and make themselves agreeable and respected, by their charming gracefulness, joined with their pure Christian simplicity.

Finally. Do not forget the rule. SEND THEM INSTANTLY AWAY.

THE STUDY OF THE CLASSICS.

In a former number,* we very briefly discussed the question, "What knowledge is of most worth?" of course with no thought of giving it a complete answer, but of pointing out what seemed to us a fallacy, in the very able argument of the Westminster Review, against the study of the classics. The argument on the other side has been stated so often, and so satisfactorily, that it need not be discussed anew, even if this could be done in the space of half a dozen pages; it is enough on such questions to notice, from time

^{*} August of last year.

to time, whatever new form the discussion assumes, without wasting powder and shot in the defence of positions which have never been attacked. We merely aimed, therefore, to show, in opposition to the arguments of the Westminster Review, first, that conventionality is a reason rather for than against the study of the classics: and secondly that a knowledge of these is necessary, in order thoroughly to enjoy and appreciate even modern literature and art. So far, the benefit is passive; we wish, now, to call attention to the more positive, or rather active, phase of the subject — we mean, of course, the acknowledged superiority of classic standards over modern.

This superiority is, no doubt, owing to the greater simplicity and narrower range of ancient life, thought, and interests. problems that perplex us moderns had hardly been stated, the interests that now clash had not begun to grow, the sciences whose outlines are familiar to every school-boy, were wholly unknown, the ideas which are common-places in the nineteenth century, were scarcely dreamed of by the foremost thinkers of Greece and Rome. Consequently, the aim of the ancient writer or artist was direct and simple; he was not bewildered by a thousand conflicting theories; above all, he conceived clearly and precisely in his mind what result he wished to produce, and could concentrate his powers upon this; the symmetry of the whole was more to him than the brilliancy of the parts. Add to this, the marvellous richness, melody, and vigor of the languages of antiquity, and it is easy to account for the unsurpassed excellence of form and expression which characterizes the classic authors, and has made their works models in all times.

We wish it distinctly to be understood here, that it is in form and expression only that we insist on the superiority of the ancients. We are far from holding that modern writers or artists are inferior to ancient in depth of thought or brilliancy of imagination. And if it were otherwise, our circumstances are so far removed from theirs, that an author, who would work upon his generation for good, must cut loose, at all events, from the peculiar ideas of the past. But he should study ancient models, that he may learn how modern notions may be best conveyed.

But, it may be objected, if the tone of thought of the ancients

would be out of place now, why would not their standard of form, perfect though it be in itself, be equally ill adapted to this busy, complicated, modern age of ours? Because style is a thing that does not depend upon century or belief - and only in a limited degree upon topic. The qualities we like best in a writer of our own day are just those in which the ancients excelled — a comprehensive grasp of the subject, a natural arrangement, and a clear, terse, and simple style; and although there is no lack of modern writers who have these qualities, still, the best acknowledged models are the ancients. It is important also to be observed that the very process of learning Greek and Latin, and translating from them into English is, when properly done, a continual and careful training in the idioms of the English language, and a practical exercise in these valuable rhetorical qualities. "Translation," Rufus Choate is quoted as saying,* "should be pursued with these two objects, to bring up to the mind and employ all the words we already own, and to tax and torment invention and discovery, and the very deepest memory, for additional, rich, and admirably expressive words."

Besides this argument, a priori, we have, what is more to the purpose, abundant testimony from the most eminent modern writers as to the benefit they have received from the study of classical models. Rufus Choate we have already mentioned. The most famous living orator, Lord Brougham, urges the study of the classics upon young orators in the strongest terms, in a letter to Mr. Zachary Macaulay, lately published, which we have unfortunately mislaid. His practice is, he says, to prepare himself for speaking in public by assiduous reading of the Greek orators: the most effective passages in one of his most successful speeches, being almost literally translated out of Demosthenes. We need not enlarge this list, as it would be easy to do, but will close with one or two extracts from the preface to the collection of poems of Mr. Matthew Arnold, certainly one of the finest of living poets. After speaking of human actions, of whatever date, as the objects of poetry, he proceeds:

"The date of an action, then, signifies nothing: the action itself, its selection and construction; this is what is all-important. This the Greeks understood far more clearly than we do. The radical

^{* &}quot;Parker's Reminiscences of Rufus Choate," p. 248.

difference between their poetical theory and ours consists, as it appears to me, in this: that, with them, the poetical character of the action in itself, and the conduct of it, was the first consideration; with us, attention is fixed mainly on the value of the separate thoughts and images which occur in the treatment of an action, They regarded the whole: we regard the parts. With them, the action predominated over the expression of it; with us, the expression predominates over the action. Not that they failed in expression, or were inattentive to it; on the contrary, they are the highest models of expression, the unapproached masters of the grand style; but their expression is so excellent, because it is so admirably kept in its right degree of prominence; because it is so simple and so well subordinated; because it draws its force directly from the pregnancy of the matter which it conveys. For what reason was the Greek tragic poet confined to so limited a range of subjects? Because there are so few actions which unite in themselves, in the highest degree, the conditions of excellence; and it was not thought that on any but an excellent subject could an excellent poem be constructed."

"For all kinds of poetry, alike, there was one point on which they were rigidly exacting: the adaptability of the subject to the kind of poetry selected, and the careful construction of the poem. Their theory and practice alike, the admirable treatise of Aristotle, and the unrivalled works of their poets, exclaim, with a thousand tongues, 'All depends upon the subject; choose a fitting action; penetrate yourself with the feeling of its situations; this done, every thing else will follow.' How different a way of thinking from this is ours! We can hardly, at the present day, understand what Menander meant, when he told a man, who inquired as to the progress of his comedy, that he had finished it, not having yet written a single line, because he had constructed the action of it in his mind. A modern critic would have assured him that the merit of his piece depended on the brilliant things which arose under his pen as he went along. We have poems which seem to exist merely for the sake of single lines and passages; not for the sake of producing any total impression. We have critics who seem to direct their attention merely to detached expressions, to the language about the action, not to the action itself. I verily think that the majority of them do not, in their hearts, believe that there is such a thing as a total impression to be derived from a poem at all, or to be demanded from a poet; they think the term a commonplace of metaphysical criticism."

PRIMARY INSTRUCTION.

We have just read what Hon. Newton Bateman, Superintendent of Public Instruction of the State of Illinois, says, on this important subject, in his recent masterly report. Among all the good things that have been said on this department of education, in reports, addresses, and essays, within three or four years past, we can call to mind no production that surpasses, or indeed equals, this. On reading it, our first impulse was to lay it entire before our readers, few of whom will ever see the original document. But, on counting the pages, and finding upwards of fifteen in number, the size being quite formidable withal, it was apparent that we must content ourselves with presenting two or three extracts relating to points of especial interest to our Primary School teachers, at this time, viz., object lessons, the slate and blackboard, and charts and cards. — ED.

OBJECT LESSONS.

"Many of the boasted discoveries of the age, in the science of teaching, are mere changes, not improvements. Many, who talk loudly of progress, are only marking time; stirring, not advancing. But the methods of primary instruction recently introduced into this country from Germany, and extensively adopted in our best schools, are not of this character. They are changes from the false to the true, and worthy of all that has been said in their favor, and a great deal more. I refer to the recognition of the principles which have just been briefly sketched; that it is the facts and objects of the outer or material world, with which we must first deal, and that the formation of habits of close and accurate observation, is the great work of the elementary teacher. "Object lessons," as they are termed, form an important part of

this improved method of primary teaching. Some familiar thing, as a book or watch, is selected by the teacher as the subject of the lesson. Attention is called to its several parts, with their names, the materials of which it is composed, with their sources, and the place and manner in which it is made. Its various uses, etc., are also explained. A great variety of questions relating to the object are asked by the teacher and children, and many points are suggested to the latter, upon which they are to seek further information from their parents, or older brothers and sisters. The important point to be noticed here is, that the article is present; its form, color, and parts, are seen as they are described. The knowledge acquired by the children is, therefore, concrete, not abstract. The number of different things which can thus be brought to contribute to the purposes of instruction, is unlimited, and the children will take great delight in bringing their offerings; since even the dullest finds he can take part in this exercise, and add to the interest of the class. Natural objects may be used in a similar manner, a simple leaf, or flower, or pebble, affording ample scope and interest for many lessons.

"Thus a spirit of inquiry and a healthy desire for useful information are awakened; the amount of valuable information communicated in this manner is very great. It is positive knowledge, not mere words representing knowledge. A thousand facts are thus secured to the mind, which, though learned repeatedly from books, would, almost inevitably, be quickly and hopelessly forgotten. So wide is the difference between passive reception and eager grasping. Children, six years of age, who have been taught, by this process, often exhibit an acquaintance with the familiar objects of common life not possessed by persons of maturer years, and far greater pretensions to scholarship.

"But the mere information gained, valuable as it is, is the least benefit accruing from this method of instruction. The attention of the child is arrested, his mind is interested, his mental faculties are quickened into vigorous, yet normal activity; the impressions received are vivid and enduring. Instead of the listlessness and stupefaction produced by the dreary, monotonous repetition, all day long, of A, B, C, the eye is bright, the face radiant with pleasure, the movements elastic, and the whole being instinct

with life. The child is thoroughly awake, because the teaching is natural, sensible, and philosophical.

"The power and habit of accurate observation, of nice discrimination and correct judgment, are among the best fruits of teaching by object lessons. Every one must have observed the astonishing difference in the ability of different persons in these respects. There are thousands who, having eyes, see not; and, having ears, hear not. They walk amid the clustering glories of the earth, or beneath the star-jewelled draperies of the heavens, but perceive them not. The cadence and swell of music, the eternal anthem of the solemn sea, the silvery minstrelsy of birds, roll and die upon the echoing air in vain; they only hear a noise! In the domain of trees and flowers, so full of the poetry of form and motion, so exquisite with the touch and tracery of the finger of God, their enthusiasm is epitomized in the words of the poet:

"A primrose by the river's brim, A yellow primrose was to him, And it was nothing more."

"They look upon the most gorgeous sunset, and only know that there are clouds in the west from which, perchance, they predict rain on the morrow! The ingenuity of the mechanic, the taste and skill of the architect, the artist, the landscape gardener, and the florist, are lost upon them. They may travel round the globe, and they will be but little the wiser, while the keen vision and responsive ear of others find fitness, joy, and beauty everywhere. Now, to a great extent, this loss of untold profit and pleasure to one class, and gain to the other, is due to the fact that the former do not know how to see and hear, the latter do. In the one case, the eye and ear have not been cultivated; the habit of close obser vation has not been formed. So the vague sense of beauty, which seems to be innate to childhood, has been buried beneath the rubbish of life, the faculties of observation and discrimination have become rusty through disuse. In the other case, the law of growth by use, has been illustrated; every sense and faculty is kept fresh and keen, and has gathered power from year to year.

What can act upon the discriminating faculty, so like a whetstone upon steel, as the daily process of analyzing, comparing, separating, and

uniting different things and parts of things by means of object lessons? Not a peculiarity of shape or contour, not a principle of combination, adjustment, or grouping, not a shade of variation in color or tint, but is observed and noted. The importance of an early development of this habit of careful and minute observation; the extent to which it may be carried, in all cases, by proper training in early child-hood; the impossibility of accomplishing it if neglected in youth; the manifold pleasures and benefits to be derived all through life from its exercise, — these are arguments in favor of object lessons in Primary Schools, the force of which seems to me irresistible.

"An incidental advantage attending the use of object lessons is the opportunity which it gives for discovering the peculiar aptitudes of different pupils. A taste for the natural sciences, for drawing, coloring, mechanics, etc., may be brought to light, and receive an impulse, the results of which are brilliant and lasting. Moreover, many will be led to appreciate the value of certain kinds of knowledge which would otherwise seem unattractive and little worth.

But it may be objected that children are sent to Primary Schools to learn their A, B, C's, not to spend their time upon object les-The reply is, that not only is all the information and all the discipline of the senses acquired in that way, clear gain, but the alphabet, and all the rudiments of books taught by the old method, can be and are mastered in much less time, and with vastly more pleasure and ease, than when the latter are the exclusive studies of the Primary Schools. The reason is obvious. The mind is relieved, refreshed, by the interest and pleasure excited by the object lessons, and returns to the alphabet or the book with ten-fold zest and spirit, and will accomplish in five minutes more than it would have done in half an hour without the relaxation, and far more thoroughly. The idea of expecting children who cannot read, or who do not even know their letters, to study, is simply absurd. They do not know how to study; they have no command of the necessary means and agencies. We might as well place all the tools of a carpenter before an apprentice who has just entered the shop to learn his trade, and tell him to go to work, as to place a book, with the twenty-six letters of the alphabet, in the hands of a child, and tell him to keep still and study. It is absurd. How can he study? what will he study? how will he go about it? He

may be compelled to sit still and keep his eyes upon his book, but he might just as well have his feet in the stocks, and his eyes upon the moon. He could study just as well by shutting his book and looking upon the cover, and with much less damage to his eyes and - to his book. And as to requiring the child to keep perfectly still, while he has nothing to do, it is difficult to avoid the use of strong language against such folly and cruelty. All that the little martyr can do is to go to sleep, and even this refuge is usually denied him. If there are degrees in human folly, surely that must be in the superlative which would shut up a troop of little children in a close room six hours a day, and compel them to be perfectly still, on pain of chastisement, where there is not a single thing for them to do, nothing to interest mind or heart. If, then, teachers will insist in trying to impart a knowledge of the alphabet, by the exclusive use of the old, dreary, monotonous repetition, a-b-c, let object lessons be added to the exercises, by all means. It will shorten the time necessary for the mastery, by at least one-half.

SLATE AND BLACKBOARD.

"The slate and blackboard are also indispensable instruments in primary teaching. Drawing has too long been regarded as an accomplishment, to be acquired only by the few. It should be deemed a necessity, and the elements, at least, be acquired by the many. I have long been of the opinion, that the elements of linear and mechanical drawing should be included in the Common School course; and that the former, at least, should be commenced in the primary department. Beginning with the straight line, let the class be taught to draw it; first as a horizontal, next as a perpendicular, then at all the intermediate angles. Let them afterwards try to divide the line by the eye, without measurement, into two, three, or more equal parts, till they can do it promptly and well. Then take up the curves, the circle, and the simple geometrical figures, etc. Great progress can be made in these elements, by very young children, and, besides the immense advantage to them in life, they will take great interest in the exercise. The letters of the alphabet furnish an admirable series of exercises in drawing. Nearly all the primary movements, as straight lines,

perpendicular, horizontal, oblique, curves, etc., are involved in their formation. Especially is this true of the capitals. Some of the best teachers of the art employ them as copies, even for more advanced pupils. For primary scholars, it is an excellent training for the eye and hand, and, while imparting knowledge and skill in the elements of drawing, it incidentally fixes the name and shape of each letter indelibly in the memory, for, when a child has learned to draw a letter correctly, and to associate with it its appropriate name, he will not forget it. Thus, while the eye and hand are being trained to skill, - while the first principles of a noble and useful art are being thoroughly learned, while the mind is pleasantly excited and interested, instead of being wearied and stupefied, the alphabet itself is completely mastered, - incidentally, almost unconsciously. The names of the letters are not only more permanently learned in this way, than by the old routine repetition process, but in less than half the time. This is not theory, but fact. It has been demonstrated by a thousand trials. That such an amount of precious time is annually wasted in the effort to print the mere names of the twenty-six characters of our language upon the memory of the child by the endless iteration of a-b-c, would be ludicrous, if it were not so sad. Not only one, but several school terms are often squandered, before the stupendous result is achieved! And when at last the victory is won, how poor and barren it is, - the child can call the names of twenty-six crooked, dry, unmeaning things! that is all. No mental power has been developed; no new faculty has been awakened; no pleasure has mingled in the weary task; the mind is deadened, almost stultified; the child is disgusted with his book, and tired of school; but he knows his letters, and great is the rejoicing of friends! There is, thank God, "a more excellent way." It is difficult to overestimate the good effects of a judicious use of the slate and blackboard in Primary Schools. No school-room for small children is equipped without them - no one is fit to be a primary teacher who is unable or unwilling to use them.

CHARTS AND CARDS.

Closely allied to these, are charts or cards, on which are represented the elements of most that is taught in Primary Schools.

The alphabet, both small letters and capitals, Roman and Italic; script letters, with their elements and combinations; first lessons in drawing and the elements of form; all the sounds of the language represented in philosophical order, with examples of the most difficult consonant combinations; monosyllabic words and sentences for drill in phonic analysis and reading; all the marks and characters used in punctuation; tables of Arabic and Roman numerals; all these and many more are printed in large, clear type, so as to be distinctly legible from all parts of the room, and mounted in a substantial manner upon strong pasteboard.

"The great benefit accruing from the use of these or similar cards, in the instruction of primary scholars, must be obvious at a glance. In the elementary departments of all our schools, there are many children who are just beginning the alphabet. If books only are used, according to the old method, each one of the scholars must be taught separately, and the amount of instruction that can be given to each pupil in a school of forty or fifty members, is almost nothing. But with the aid of these charts, beginners can be classed, as well as those more advanced. "Instead of calling up the alphabet scholars, individually, to learn the letters from a book, the teacher places the proper card before the class, and calls attention to a letter by placing the pointer upon it. Sometimes she will allow any one to name it, and sometimes she will designate the pupil she wishes to answer. Then she will name a letter, and ask some pupil to come out and point to it on the card. If a mistake is made, the class say 'wrong' and another is called. Or, if the teacher prefers the phonic method of teaching, she will give the sound of a letter and then point to it. After repeating this process with two or three letters, a pupil is called out to point to the letters as the sounds are given by the teacher. As soon as the letters are learned by name or sound, they are combined to form a word, by showing the letters on small cards containing a single letter on a card, or they are made on a blackboard. Then the pupils are required to print the letters learned, on the slate or blackboard." Every expedient by which the teacher is enabled to group the pupils into classes, and so operate upon a number of minds at the same time, instead of dividing and subdividing and frittering away his time upon single pupils, should be seized upon and incorporated into the system of primary instruction. What has been said of the utility of printed cards in teaching the alphabet, applies equally to the elements of penmanship, of drawing, of enunciation, of punctuation, etc. Then, too, it is not a mere gain of time by the teacher. No fact is better known to teachers than that, even if all other conditions are equal, a child will learn faster in a class than alone. He feels the spur of a generous ambition, a worthy impulse not to be outstripped by his associates, in assiduity and improvement. The friction of associated minds often kindles the dullest into a glow of harmless enthusiasm, and quickens into life the dormant forces of the mind.

OUTLINE MAPS.

"Outline maps may also be employed in Primary Schools, with excellent effect. The maps used in such schools should be drawn and painted with deep, bold lines and colors, and contain only the leading natural divisions of land and water, and the location of a few of the most prominent cities and towns. But those in common use have not been found too difficult, for even the youngest pupils, in some Primary Schools. I have seen scholars in Primary Schools in this State - scholars who did not even know their letters - take the pointer and indicate, with unerring correctness and great promptitude, every place on Mitchell's Outline Maps, that was proposed by teachers, scholars, and visitors; enduring the ordeal of questions for nearly an hour, with the greatest apparent interest and good humor. Nor was it a set exercise at an examination, but an ordinary effort made at the request of gentlemen who had unexpectedly called at the school. Here again, we have an expedient admirably adapted to enlist the interest and fix the attention of the children, while the great work of cultivating the eye, and impressing correct ideas of form and contour, is directly and vigorously promoted."

It is by imitation, far more than by precept, that we learn everything; and what we learn thus we acquire not only more effectually, but more pleasantly. — Burke.

DEFECT IN THE PUBLIC SCHOOL REGISTERS OF MASSACHUSETTS.

It has always seemed very strange to us, that the registers furnished for the Public Schools of this State have been suffered to remain so long defective in one very important item, — we mean what may be called the merit of attendance; or, speaking more definitely, the per centage of attendance for those actually belonging to the school.

The registers, as now prepared and kept by the teacher, furnish, in the statistics of attendance, two principal items,—the whole number of different pupils, who have been connected with the school during the term, and the average attendance for the same time. From these two items it is, of course, easy to ascertain what per cent. this average attendance is of the whole number. Now, when all the pupils of a school are members of that school for the entire term for which the average is made, this per centage gives the true merit of attendance. But, if pupils enter the school after the term has commenced, or leave before its close, the rule does not give the true per centage of attendance. That is, the per centage of the whole number for the term is different from that of the number actually belonging to the school.

The truth of this may readily be illustrated by an example, which, for the sake of brevity, shall be upon a small scale.

Let us take the case of a school of four pupils for a term of two weeks. During the first week there are no absences, and of course the attendance for this week is one hundred per cent. One pupil now leaves the school, and is no longer a member of it. For the second week, while the school numbers three pupils, there are no absences, and the attendance for this week is likewise one hundred per cent. In other words, during the entire term, the attendance has been at the maximum of one hundred per cent. of the whole number actually belonging to the school.

But the per centage of attendance furnished by our State registers would, in this case, be quite different from the above. If the school is in session five days in a week, the aggregate attendance for the two weeks would be thirty-five; and the average attendance three and five-tenths, or only eighty-seven and a half per cent.

HORW

We will now apply the same principles to a school for twelve weeks, commencing with fifty pupils. During the first month there are forty absences; and, at the close of the month, four pupils leave and two new ones enter the school. In this month, there are thirty absences, and three pupils leave school. During the last month, there are fifty absences. In this case, the register will give the following statistics:—Whole number of pupils, fifty-two; average attendance, forty-five and two-thirds, or somewhat more than eighty-seven per cent. Calculated as in the first example, for the number actually belonging to the school, the attendance is more than ninety-five per cent.

Now, while the per centage of attendance upon the whole number, as given in our register, is all very well and desirable, why may not, also, the true merit of attendance be shown, as in the examples above? That per centage, for each town, carried into the tables accompanying the Report of the Secretary of the Board of Education, would form an interesting feature of those statistics. It may be calculated for the whole term at once, and the labor of computing it would be very light. Before dividing the aggregate of attendance by the number of days in the term for which the school has been kept, if there have been pupils connected with the school for only a part of the term, we have only to add to that aggregate the time for which such pupils did not belong to the school, or such a per centage of that time as their actual attendance has been of the time of their connection with the school.

Will those who give the directions for making up the registers think of this?

POPULAR ERRORS PERTAINING TO EDUCATION.

WE have long been impressed with the belief that there are certain popular errors in regard to the education of children in all our schools, private as well as public. They are not peculiar to Ohio, but are quite as common in all other parts of the country. We cannot now claim attention to our views in the matter, further than a brief mention of some of the most prominent of these errors.

1. In a very large majority of cases, children are sent to school

at too early an age. Children constitutionally weak and slender, are, at the age of five or six years, shut up in school six hours a day for ten months in the year. They receive benefit in the way of learning to read and to spell; but this knowledge is often purchased at incalculable loss. Health and all physical energies severely suffer; the child becomes a puny youth; and the youth soon enters upon a sickly and almost helpless adult age. We are aware that many children of robust constitutions pass through a severe ordeal without apparent injury. This is especially true in country districts, where children have abundant opportunities for healthful exercise, and where, as a general truth, there is much less hard study than is required in our cities and villages. Still, it is a fact which cannot be intelligently denied, that very many of our children would become stronger, happier, and more useful men and women, if they should be kept from school until they reach the age of eight years; and from that period till the age of ten or twelve, confined in school but three or four hours each day. Such a course would do much to arrest the alarming deterioration in respect to the health which has been going on in this country for the last thirty years.

2. In all our city and village schools, too much study is required. This is productive of physical injury, while it is not promotive of intellectual development.

Many of the prescribed courses of study in our Grammar Schools require children to have in hand at the same time, and to recite each day, reading, penmanship, arithmetic, geography, grammar, and other studies. The pupils in some of the High Schools, every day have lessons in history, physiology, natural philosophy, algebra, and perhaps Latin, with frequent exercises in penmanship, elocution, drawing, etc. This multitude of studies makes it necessary that children should devote not only their time in school, but all their waking hours at home, to these text-books. Nothing is more common than to find children devoting almost every moment of their mornings and evenings to study. No time is left for physical exercise, for general reading, or for healthful recreations. The mind of the child is constantly werried with the thought that so many lessons must be prepared during the day. This course cannot fail to be injurious to health, mind, and temper. It is alto-

gether a mistaken idea that the more studies which are crowded upon a child, the better will he be educated at the end of the term. It is not the way that real mental discipline is secured. The child thinks of nothing but to be prepared for recitation. The lesson may be rehearsed, but the subject is not understood.

We are persuaded that very little study should be required outside of school hours. Let children have their evenings for other purposes than the study of text-books; the time will not necessarily be lost. In addition to affording them an opportunity for attending an occasional concert or lecture, and religious meetings, let them have time for general reading, for listening to the conversation and counsels of their parents, and for the enjoyment of appropriate amusements. Nor would we have them forget the newspaper. Let them be informed in regard to the important news of the day, the current transactions of the world. Than this, few things are more important. While parents will do well to have a care in respect to the character of the newspapers which their children read, few things would be more unfortunate for those children than the denial or neglect to furnish them the means for learning what is daily taking place in the political, literary, social, and religious world. We would prefer that our sons should never see a schoolhouse, than that they should never read good newspapers.

Most parents are so situated that they, every morning and evening, need assistance from their children in the performance of household and other labors. They cannot well dispense with this help. And these labors, thus performed by children, are a needful and indispensable part of an education for the future realities of life. The girl who is not thoroughly taught to perform ordinary household labors, and the boy who is brought up in ignorance of the work which he will soon have to perform, whatever they may learn at school, will not be truly educated. But, according to the programmes of many schools, no time is left for rendering this assistance, and acquiring this knowledge.

3. We are of the opinion that, in many of our schools, the courses of study have not been wisely arranged. An undue amount of time and attention is devoted to certain branches, to the neglect of other studies which are more important.

What is the true purpose of education? It is to prepare children for the discharge of those duties which will meet them in after life. Mere accomplishments are desirable, and should be secured, provided we can have all that could be desired. But the great work which nineteen-twentieths, yea, ninety-nine hundredths of all people find daily pressing upon them, is to earn an honest living, and to discharge the ordinary duties due to the domestic and the social circles, to the State, and to God. It is natural for youth to entertain fanciful, romantic, and poetic notions in regard to what they shall be and do in their future years; but, when those years meet them, they find themselves confronted by life's earnest and exacting realities. Every day brings cares for their experience, and labors for their performance. And is it not obvious to all, that the education acquired in our schools should be of such a character as to qualify our children for the work ordained for them? Says Herbert Spencer, in his great work on education: "To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is, to judge in what degree it discharges such function."

But few of our youth have time for the study of every thing that is useful; and it is of the first importance that they should become acquainted with those branches, a knowledge of which will contribute most to their interest and profit. An examination of the "branches taught, and the number of scholars in each branch," found in the recent Report of the State School Commissioner, will enable one to form a correct opinion in regard to this matter. We find that 94,497 have, during the past year, studied English grammar, and 222,895 written arithmetic. In algebra, there have been 14,161 pupils, while in geology there have been but 400. In the study of French, there have been 271, while but 21 have studied botany. Can any one pretend that a knowledge of algebra, and a smattering of French, will be as useful to the farmers, and mechanics, and their wives of ten years hence, as a knowledge of botany, geology, and chemistry?

In speaking of this subject, Horace Greeley remarks: "Too much time is usually given to mathematics. I do not say that a knowledge of algebra may not be worth having. I do say that

is dearly purchased at the cost of ignorance of chemistry and geology. A very moderate and rudimentary proficiency in arithmetic is all that youth can afford to acquire, until they shall have mastered those studies which underlie all the processes of industry, all the arts conducive to the efficiency and usefulness of their lives."

In regard to the study of Latin and Greek in our public High Schools, we have to remark that, since these schools have been instrumental in sweeping away a great part of the academies of the State, it is proper that they should afford facilities for a preparation for entering college. A few hundred of our boys every year enter upon a collegiate course of education; and unless our High Schools are able to furnish them the preparatory qualifications, it will be exceedingly difficult, in many instances, to secure such preparation. The 323 who are reported as studying Greek, are, doubtless, desirous of taking a college course. But in Latin, there are 2,133 pupils, not more than one-fourth of whom have a college education in view. It is a question whether the very limited knowledge of Latin which is usually acquired in our Public Schools by those who are not preparing for admission to college, is worth what it costs. The time which it occupies would be sufficient for gaining a most valuable acquaintance with bookkeeping, history, meteorology, and other branches. Is it not true that some of our youth graduate from our High Schools, who have devoted one-half of the time, during their four years' course, to French, Latin, algebra, etc., who would find it difficult to write a respectable letter on business or friendship; and not less difficult to stand up in public and read from a book or a paper in a correct and impressive manner? - Hon. A. Smyth, Ohio Ed. Monthly.

PHYSICAL TRAINING.

If this article were to sustain the dignity of a leader, it would be necessary to try to give to it at least the semblance of a regular plan. It should have, as Aristotle expresses it, a beginning, a middle, and an end. But it is not to be a leader; it is to be just the reverse. It is to fill a gap, the size of which is yet unknown. It is to occupy the yet unmeasured space between the matter in the

hands of the printer, and the space assigned to the good things served up by our Resident Editors. It will not do, therefore, to risk an introduction, as it can not be known what and how much is to follow, and, instead of a regular conclusion, it must break off at the bottom of the last page. But, if the form and proportions of this article are uncertain, the topic did not come by accident. It is evidently the educational topic of the day. It occupies the minds of educators now, as the subject of Primary Schools did three years ago. Almost every report that comes to us, has something to say on this subject. As a matter of course, this subject is just at this time uppermost in our mind, and therefore the first thought of to write about.

We firmly believe that, in this country, there is need of a radical reform in physical education, and we feel that it is the bounden duty of every parent, teacher, school officer, and indeed of every person who has any educational responsibility, to seriously examine this matter. It is not time yet for any one to assume the ultra conservative attitude, and say, "It is well enough in a moderate way, but it will be carried too far, and therefore we must hold back."

As inquiries are frequently made as to sources of information, not only with respect to physical training, but the whole subject of physical education, we name the following productions, without fully endorsing any one of them: The History of the Introduction of Gymnastics into this Country, as contained in the Journal of Education, edited by Prof. Russell; the Lecture of Dr. J. C. Warren before the American Institute of Instruction in 1830, and that of S. R. Calthrop in 1858; Horace Mann's Sixth Annual Report; Spurzheim on Education; Dr. Andrew Combe's Physiology; Tom Brown at Rugby, and Tom Brown at Oxford; Catherine E. Beecher's Physiology and Calisthenics for Schools, an excellent book for teachers; Herbert Spencer's book, lately published by Appleton & Co.; Dr. Lewis's New Gymnastics, a periodical published in Boston; the articles in the Atlantic Monthly, entitled, Saints and their Bodies, Murder of the Innocents, Civilization and Barbarism, and Gymnastics; an elaborate treatise in Barnard's Journal of Education, by Karl von Raumer; Report of Special Committee, Boston; Crandall's Three Hours in School, a radical and extravagant production; Thrall's Family Gymnastics, a compilation from various authors; De Laspée's work on Free Gymnastics, which contains a thousand cuts.

Gymnastic exercises were introduced into this country in the year 1825. The first instructors were Prof. Charles Beck, at the Round Hill School, at Northampton, Mass., and Dr. Follen, at Harvard College. In 1826, a gymnasium was established in Boston, by an association of citizens, and Prof. Francis Lieber, since so well known as the Editor of the Encyclopædia Americana, and author of valuable works, who had been trained at Berlin under Jahn, the father of modern gymnastics, was invited to come over from London, where he was then residing, to take charge of it, having been recommended for the place by John Neale, who was at that time in training at a gymnasium in the British metropolis. From this beginning, "muscle" was cultivated to some extent in connection with several colleges and other institutions of learning, though we are not aware that anything was done to promote the physical development of children in Primary and Grammar Schools. From various causes, however, physical education did not become general, and it soon disappeared from most of the places where it had been commenced.

The principal causes of this failure seem to be two:

1. The system was not adapted to general introduction into Common Schools, for it required a separate room, a variety of apparatus, and a professed gymnast to superintend each establishment.

2. It was not incorporated into the educational system, like the physical training of the Athenians.

The introduction of Ling's system of Free Gymnastics, removes the former cause. Dr. Lewis's system seems to be founded on Ling's, which rejects exercises with fixed apparatus.

And the movements now in progress in different parts of the country, seem to promise security against the second cause of failure.

At Providence, Brooklyn, Hartford, Toledo, and St. Louis, there are thoroughly equipped gymnasiums, established in connection with High Schools, and gymnastic exercises form a part of the regular school duties of the pupils. Among colleges, Amherst

has taken the lead, in appointing a regular Professor of Physical Education, and in requiring every student to devote a part of each day to gymnastic exercises. The President of Harvard recommends the adoption of a similar plan for that college.

But, of all the cities of the Union, Cincinnati must bear the palm, not only for the invention and use of the steam fire engine, but for incorporating physical training into her school system on a

liberal scale, for the masses of the pupils.

The following is taken from the Report of the Proceedings of the Board of Education of that city, at a meeting held early in February of this year.

"The Committee to whom was referred the subject of gymnas-

tics, submitted the following report:

- "Each member of the Board having in his possession a printed Report on Physical Training in the Boston Schools, the Committee deem any further remarks on the utility of free gymnastics unnecessary. Your attention is respectfully called to the definition of free gymnastics, that each member may vote understandingly: 'Free gymnastics consist of a variety of motions of the head, chest, trunk, and limbs, performed with energy and vigor, without the use of any fixed apparatus.' To introduce the subject, your Committee offer the following resolutions:
- "'Resolved, That a standing committee on Physical Training be appointed by this Board.
- "'Resolved, That the committee nominate to this Board a suitably qualified person to aid and instruct the teachers in training their pupils in physical exercises; the exercises in all the schools to be prescribed by the teachers of gymnastics, and approved by the Committee on Physical Training.
- "'Resolved, That the time devoted to these exercises, in each school, shall not exceed one-quarter of an hour each half day.'
- "The committee, however, deem it best, for the remainder of the present school year, to inaugurate the system only partially say in some six schools, the Board to make the selection. The reason for this suggestion is, that, by this experience, the Board will be better prepared to act in the whole premises, and have the plans to be adopted ready to be put into active operation in all the schools at the opening of the next school year; and again, if found impracticable in application, the cost of the experiment will be comparatively trifling.

"If the Board deemed best, a second teacher might be employed to take charge of the six more schools, and, by comparison of results, the Board might be able to act more understandingly in the matter. If only one teacher be employed, your Committee would recommend the engagement of Professor Groesser, at a salary of \$250, [for the remainder of the school year.] If a second teacher be needed, the Committee would recommend Prof. Christine, at the same compensation.

"Mr. Stratton moved that both of the gentlemen referred to in the report be employed. Agreed to. The report and resolutions were then adopted."

This is substantially the plan proposed by the Boston Committee on this subject. It differs from the Boston plan in making the maximum time a quarter instead of a half an hour each school session. But the time is unessential. Let the time be regulated by experience. The essential features are these:

- 1. A competent person appointed to assist the teachers, and see that the exercises are right, and not injurious.
 - 2. All the pupils are to have the benefit of the training.
 - 3. These exercises are made a part of every day's duties.

We would remark, that the training of children in sitting, standing, and walking, and in the use of the organs of respiration, and of utterance, are among the first things to be attended to in the physical education at school.

MATHEMATICAL.

THE following lines are the conclusion of the solution in our last number:

Putting in (II.)

$$b = \frac{r}{n}$$
, $c = (n-1) b$ we obtain $x = (n \pm (n-1)) (\frac{r^2}{n^2} - y^2)^{\frac{1}{2}}$

which is evidently a circle with radius $=\frac{r}{n}$ inscribed in an ellipse whose longer

semi-axis is
$$\left(2\frac{n}{n}-1\right)r$$
.

Resident Editors' Department.

YANKEES AT A DISCOUNT.

The Editor of the Pennsylvania School Journal has been travelling through Massachusetts, and in the November number of his paper he gives his impressions of the people whom he met. He has a very unfavorable opinion of Massachusetts folks. He sums up the account as follows:

"Thus, throughout, did we see self-sufficiency that was unpleasant — a hardness of mental operations which, while it was generally clear and accurate, was still unlovable — a degree of self-reliance which showed little deference or feeling for others — a want of the essential principle of faith in others, which lies at the bottom of all true faith, — in short, a degree of calculating coldness not to be coveted as the characteristic of any people."

There now! what do you think of that, ye solid men of Boston, Worcester, and Springfield? You may as well carry your colors at half-mast and wear crape on your left arms for the next thirty days.

But, to be candid, we think that our Pennsylvania friend was in a censorious mood when he passed this severe judgment on the people of the Bay State. Massachusetts needs no defence from such aspersions, and we shall not trouble ourselves on her account. But we have lived twenty years in Pennsylvania and three in Massachusetts, and it is our solemn conviction that, except in the manufacture of sour-krout, the people of the latter State are not one whit inferior to those of the former.

That lady, Mr. Burrowes, whom you describe as, "though young, yet handsome," and whose "feeding," you so closely watched, is just the sort of a girl to develop into an Ann Hazeltine Judson or a Mary Lyon. They were moral heroines, and blessed is their memory. Has Pennsylvania any Anns or Marys more noble than these daughters of Massachusetts?

Pennsylvanians have just cause for being proud of their State, but they are imprudent when they provoke comparisons with the "Old Commonwealth."—Ohio Educational Monthly,

Ohio, thanks! Your volunteer services, in behalf of the Old Bay State, are gratefully appreciated. Come to "Athens," you of the Ohio Educational Monthly, and we, of the Massachusetts Teacher, will "tote" you to Concord, and Lexington, and Bunker Hill, and will "take you in at "Parker's," where we will at leisure discuss whatever may come before us, not forgetting canvas-backs, and the assailed character of the Commonwealth. Keep this invitation standing, to be used on the first convenient occasion.

In regard to our mutual friend, Mr. Burrowes, a single word. We of the Massachusetts Teacher read his financial report of his visit to Boston; noted the acetous fermentation of his observations upon the meeting of the American Institute of Instruction — the largest educational meeting ever held in America — and felt slightly astonished at his "lightning train" generalizations concerning the character of Massachusetts people. Some of our self-sufficient friends, who were disposed to show "little deference or feeling" for the respected editor of the Pennsylvania School Journal, urged us to reply to his articles. We said "No," for two reasons. "In the first place, he is our senior in years, and we were early taught to reverence our elders. In the second place, it is manifest that the unkindness of his remarks is attributable to a state of health which should command our sympathy, rather than our displeasure."

To our esteemed fellow-educator of Pennsylvania, we say, in fraternal sincerity, visit Massachusetts again. Report yourself at our headquarters, and we will do what we can to remove your "want of the essential principles of faith" in Massachusetts people, and to show that, beneath their apparent "calculating coldness," there glows a warmth of kindly feeling, which you will not fail to appreciate.

OBJECTIONS TO THE COMMON USE OF PRINTED QUESTIONS.

1. Printed questions afford too much aid, by suggesting the required answers. The main idea is often embodied in the question, to which the scholar merely gives his assent. The words of the question are usually the same as some of the most important words of the answer, or of those in the immediate context. How often is heard the statement, "I don't know how it begins;" but, the commencement of the sentence being given, the remainder readily follows. Such aid is constantly afforded by the common mode of questioning, and hence a low degree of thoroughness is requisite on the part of the learner to enable him to sustain himself in his recitations.

2. A second objection is, that what the scholar remembers, he remembers mainly from its associations, not with the context, but with the question. This is quite evident, from the fact, that, in most cases, when he has stated the idea of one sentence in a lesson, he is totally unable to state what follows, until aid in some form is given him.

3. A third objection is, that the mind is thus trained to remember things independently of their natural connection, and consequently it may be stored with any amount of isolated facts, and still utterly fail in its attempts to apply those facts in a proper order to any useful purpose.

4. A fourth objection arises from the evil effects of this method of instruction upon the prosecution of knowledge, and the discharge of intellectual duties in mature life.

A person who has been taught in this manner reads a book; and to what profit? He remembers some of the most important thoughts; but he cannot refer each to its proper connection; he cannot state the bearing one thought has upon another; he has a confused understanding of the author's opinions and reasoning; in short, his reading has been of little or no advantage. He listens to a sermon, perchance admires its power and beauty; but, when asked to point out its arguments, and describe its beauties, he completely fails in the attempt. He wishes to arrive, by a train of reasoning, at the truth, in a matter which involves a multiplicity of facts; but, from inability to hold them in view in the right succession, he reasons unsuccessfully.

These are some of the objections to the common practice of conducting recitations by means of printed questions. A different method of managing recitations will be described in a future article.

AMERICAN SPEED.

On the 15th of September, 1860, three-fourths of Boardman, Gray & Co.'s Piano-forte Manufactory, at Albany, N. Y., were destroyed by fire; and on November 15th the building was re-erected, roofed in, and enclosed. The usual number of workmen are again employed now. This firm is the only one in the country which, to our knowledge, manufactures warranted pianos, with a compass (from A to A) of six octaves, and hard wood case, with round corners. Such School Pianos have the insulated iron rim and frame, measure only four feet six inches by two feet six inches, and weigh, when boxed, less than 600 pounds. We have examined two new pianos of this kind, and found their action and tone perfectly satisfactory. These instruments are sold at the low cash price of \$125. Not all players are aware of the fact that the high price of fancy style pianos is, to a great extent, caused by embellishments that are entirely unessential for the production of a good tone. Still, the price mentioned is hardly sufficient to cover the expenses for materials and labor, and can only be sustained on the Oak Hall principle, "Large sales and small profits." Vocal and instrumental music can only be promoted by the facility of obtaining substantial instruments at a low price; and many a teacher, or head of a family, who could not collect or spend \$250, may now get a piano for the school-room, or the parlor, at half the former price.

A LETTER.

Mr. Editor: — At a recent examination of my school by the "Inspector of Common Schools," the following example was given to the advanced class in arithmetic: — "From 1,000 take 999." The inspector asked me if I could explain it; at the same time saying that he could not. I gave the following solution, which was unsatisfactory: Resolve the one thousand to hundreds, making ten hundreds; then one of the hundreds to tens; then one of the tens to units, making ten units, which gives for the minuend, 9 hundreds, 9 tens, and 10 units; from which take 9 hundreds, 9 tens, and 9 units, and we have 1 unit for the remainder. On page 163 of Adams' New Arithmetic, revised edition, is the following example: — "From 9 rd. 5 yds. 2 ft. 11 in., take 10 rd. 0 yd. 1 ft. 2 in." The answer is 3 inches. My solution is as follows: — 9 rd. 5 yd. 2 ft. 11 in. = 9 rd. 5½ yds. 0 ft. 17 in., which = 10 rd. 0 yd. 1 ft. 5 in. Then 10 rd. 0 yd. 1 ft. 5 in. — (minus) 10 rd. 0 yd. 1 ft. 2 in. = 3 inches.

Now it seems to me that the same principle will solve both examples,—the changing of one denomination into another, a change of *form*, though not of value. In the present case, the principle is exhibited in two forms of subtraction, the one simple, the other compound.

Will some of the numerous readers of the *Teacher* give me another principle of solution, and explain these examples by a different and better method, a thing not impossible, nor in the least improbable? By so doing, they may confer a favor upon many, but certainly upon a

CANADIAN TEACHER.

St. Armand, C. E., Feb., 1861.

GIVE THE BOYS A CHANCE.

Ye adult-erated boys, step aside a moment, and give the simon-pure boys a chance.

Now, boys, you who still go about in roundabouts, pay attention! We have something to tell you. What is it? Well, keep cool and don't crowd so, and we'll tell you right off. Now listen! One of your brother boys has become a great man! Hold, that won't do. He is not a man yet. He has become a great boy! No, that won't answer; for he is yet a little boy. Never mind. Big or little himself, he has done a great thing. What? Just this. He, a little fellow nine years old, has composed a book; set up the type for the book, and printed the book, all with his own hands! What do you think of that, boys! Don't believe it, eh? Here it is. See. The title is "Travels by Land and Water." It is written by Master H. D. Barnard, of Hartford. It is a little book measuring

about four inches in length and three in width, and contains thirty pages. The young author gives a pretty account of his early years, and of his travels, which have been quite extensive. You think he did n't write it, do you? Hear what his father, the Hon. Henry Barnard, one of the first men in the country, says: "The composition as it stands is all his." "It took him many weeks, but, to my gratification, he persevered."

Think of that, boys! Think of writing a composition long enough to fill some thirty small printed pages! and then of spending the spare time of many weeks putting it in type! Bold enterprise, was n't it, boys?

Where did he get his printing press? His father bought him one of Lowe's presses, which can be obtained at prices from twenty to sixty dollars, and can be readily managed by young lads.

Now, boys, many of you have fathers who are able, and who doubtless will be willing, to buy you such a press if you want one. But do n't you ask for one unless you mean to use it *perseveringly*. We have n't time to tell you the various uses of this press; but they are many.

We can't stop to talk longer with you now. But, before we adjourn, let us give three hearty cheers for Master Barnard. Now, One! Two! Three! There, there, boys; that will do. Do n't take off our editorial head.

EXAMINATION QUESTIONS.

THE following questions were used at the examination of candidates for the English High School, Boston, in July last.

ARITHMETIC.

- 1. How much is $\frac{3}{7} \times \frac{9}{10} \div \frac{5}{6}$? 2. How much is $\frac{2}{3}$ of $\frac{4}{5} \div \frac{1}{2}$ of $\frac{3}{7}$?
- 3. Required, the simple interest on \$104.50 for 2 years, 3 months, 24 days.
- 4. A man bought a cord of wood for \$6. At what price per foot of wood must he sell it to gain 331 per cent.?
- 5. In a certain manufactory $\frac{1}{4}$ of the operatives are Germans, $\frac{1}{5}$ Irish, $\frac{1}{10}$ French, and 45 are Americans. What is the whole number of workmen?
- 6. A cubic foot of water weighs 62½ pounds. How many pounds of water will fill a rectangular vessel 2 feet square at the bottom, and 4 feet high?
- 7. A merchant imported 100 boxes of sugar, each weighing 200 pounds. He paid 5 cents a pound for it in Havana; and the duties and other expenses amount to 10 per cent. on the original cost. How must be sell it per pound to gain ten per cent. on his outlay?
- 8. How many yards of carpet \$\frac{3}{4}\$ yd. wide will cover a floor 18 feet long and 16 feet wide ?
- 9. Three-fourths of 7 of a ship cost \$42,000. What was the cost of the whole ship?

- 10. Required, the greatest common measure of 28, 56, and 84.
- 11. Required, the least common multiple of 49, 21, and 168.
- 12. What number is that 3 of which exceeds 2 of it by 26?
- 13. Add 241, 331, 401, and 532. 14. Multiply 22.07 by 5.331.
- 15. Divide 27.9 by 0.55, finding three decimals in the answer.
- 16. If you divide £506 5s. 10d. equally among 5 men, what is each man's share?
- 17. If a wall, to be built of hewn stone, is to be 100 ft. long, 6 ft. high, and 4 ft. thick, how many stones, 5 ft. long, 2 ft. wide, and $1\frac{1}{2}$ ft. thick, would be required to build it?
- 18. A body falls $16\frac{1}{12}$ ft. in the first second, three times $16\frac{1}{12}$ in the next second, and five times $16\frac{1}{12}$ in the third second. How far will it fall in three seconds?
- 19. Required the amount of \$350 for three years, at 6 per cent. compound interest.
- 20. A man sold a load of hay weighing 1,750 lbs. at \$0.75 per hundred pounds, and received pay in corn at \$0.87½ per bushel. How many bushels did he receive?
- 21. How many square yards in the upright walls of a room which is 18 ft. long, 15 ft. wide, and 10 ft. high?
 - 22. Multiply 233 by 112. 23. Divide 1063 by 813.
- 24. A man bought a horse for \$250, paid \$25 for keeping, and then sold him for \$325. How much did he gain, and what per cent. on the whole cost?

[TO BE CONTINUED.]

INTELLIGENCE.

PERSONAL.

MARRIED. — At West Bridgewater, February 12th, Professor Alpheus Crosby, Principal of the State Normal School, at Salem, to Miss Martha, daughter of Joseph Kingman, Esq., of W. B.

The resignation of Hon. Henry Barnard, as Chancellor of the University of Wisconsin, has been accepted by the Governor. Chancellor Tappan, of the Michigan University, is mentioned as Mr. B.'s successor.

Mr. James F. Claflin has resigned his place as Master of the Grammar School at Newton Upper Falls. On the first of February, he was made the recipient of a beautiful silver cake basket and napkin rings.

The pupils of Mr. W. H. Saunders, Master of the Bunker Hill Grammar School, Charlestown, have presented him a silver cake basket, and other articles, valued at \$40.

The venerable Rev. Dr. Shurtleff, Professor in Dartmouth College, died recently at Hanover, N. H., aged 87 years.

Professor Charles W. Hackley died at New York on January 10th, in his 53d year of age. He was educated, and subsequently became teacher, at the Military Academy of West Point. For six years he filled the chair of mathematics in the

University of New York; from 1839 to 1843 he was President of Jefferson College, Mississippi, from which place he came to Columbia College, where he was Professor of Astronomy.

Professor Haddock died at his residence in West Lebanon, January 17th, aged 65 years. He was an eminent scholar, for a long time a tutor at Dartmouth, and, under President Pierce, Chargé to Portugal. He was a cousin of Daniel Webster.

SCIENTIFIC INTELLIGENCE.

In raising the treasure of the Steamer Malabar, which was wrecked last summer on the coast of Ceylon, the divers worked under water through nine feet of sand, and then cut away large iron plates, half an inch thick, forming the sides of the mail room of the steamer. Eighty thousand dollars' worth of treasure were thus obtained in one day. The steamer had over \$1,500,000 in gold on board, all of which has been saved. - Brown sugar can be bleached nearly white by placing it in a close chamber, and submitting it touthe action of sulphurous acid vapors, which do not injure its quality. - There has recently been presented to the Museum of the Medical College, Mobile, a beautiful specimen of the lace-wood tree. The peculiarity of it is in the fibrous nature of the bark, which is about the eighth of an inch thick. From this bark has been dissected more than twenty coats of apparently real crape, or lace - most of them large enough to serve as a small handkerchief. It can be washed and ironed like ordinary muslin. The tree is a native of the West Indies, and is very rare. — Scientific Am. — A substance closely resembling gutta-percha has been found in Berbice, British Guiana, by Dr. Van Holst, of Berbice. — Sir Edmund Davy lately read a paper to the Royal Society, Dublin, describing a new cement, which he obtained by melting together, in an iron vessel, two parts, by weight, of common pitch, with one of gutta-percha. It forms a homogeneous fluid, which is much more manageable for many useful purposes than gutta-percha alone, and which, after being poured into cold water, may be easily wiped dry and kept for use. The cement adheres with the greatest tenacity to wood, stone, glass, porcelain, ivory, leather, parchment, paper, and some other substances. — Indelible Ink. — Take of nitrate of silver 12 ounces, and dissolve it in twelve ounces of weak gum mucilage, then add 5 ounces of liquid ammonia, and put it into blue bottles for use. When applied to articles, they must be exposed to sun-light, until they become black. The blue bottles protect the nitrate of silver from decomposition by the action of light.

EDUCATIONAL INTELLIGENCE.

MASSACHUSETTS. — The semi-annual examination of the State Normal School at Salem, took place on January 30 and 31, in the presence, and to the entire satisfaction, of a large number of visitors. Professor A. Crosby stated, in his annual report, that 138 pupils have been in attendance during this term. The institution has a valuable library, containing over 6,000 volumes, which have been given by

friends (633 volumes the past year), and collections of philosophical and chemical apparatus, minerals, etc., also received by donation. To provide for their better accommodation, the building was enlarged, during the last vacation, at a cost of \$2,000, and now contains, in the attic story, rooms for the library, apparatus, and cabinet, only one-half of which are at present occupied. The application for membership is more than ever before, notwithstanding the advance in the standard of admission. This report was followed by dissertations, and a valedictory address. Twenty-three candidates received the first diploma, and three the second. Instructive and encouraging remarks were made by Messrs. Quint and Emerson, members of the Board of Education, and Mr. Hammond, member of the House of Representatives, and of the Committee on Education. In the evening, a social reunion took place at the institution, when the graduating class met their friends, and alumni of the school.

According to a special Report, recently made, the Boston Girls' High and Normal School has been highly successful. Since its establishment, in 1852, two hundred and fifty-nine of its pupils and graduates have received appointments as teachers. The course of study having been arranged for three years, the first class graduated from the school in 1855. It is estimated that forty-nine pupils were appointed teachers before the expiration of that year. The whole number of appointments, therefore, for the succeeding five years to the present time, was two hundred and ten, giving an average of forty-two for each year. Of these appointments, one hundred and ninety, making an annual average of thirty-eight, were for the Grammar and Primary Schools of this city. The names of one hundred and forty-two of those appointed from the school are now, or have been during the last year, on the list of teachers in the city schools.

These teachers have been selected after careful examinations by the District Committees, and it is generally admitted that candidates from this school have always been found among the first in intelligence and scholarship at these examinations. Their success as teachers has also been fully acknowledged by the District Committees, and the masters of the several schools.

The number of Primary School teachers appointed from this school is increasing every year. Seventy such teachers have already been elected, and of these, fifty-eight are now teaching in the city schools."

The number of pupils in this school has increased from 185 in 1856, to 298 in 1860. The number of teachers annually prepared by this institution will soon equal the number required to fill all the vacancies that usually occur in the Boston schools.

Of those who enter the school, more than one-half leave before the beginning of the third year, and a still larger proportion before the completion of the course.

This school has offered, thus far, excellent opportunities to district committees, of obtaining well educated substitutes in cases of absence of teachers in other schools. More than 350 cases have occurred, where such substitutes have taught for periods varying from one week to six months.

The Boston Athenœum has added to its library, during the past year, 3,952 volumes, and 4,457 periodicals: 609 volumes, and 2,308 periodicals were presented, and the remainder purchased. A catalogue of the library will probably be printed in a few months. The fine arts exhibition netted \$1,796. The property of the corporation is valued at \$511,400.

"Information Wanted."—A teacher in another State, in sending his dollar for the Massachusetts Teacher, expresses surprise that there are any teachers in Massachusetts who do not support their own journal, and desires to know if they are really live teachers and now engaged in the service. We have delayed the answer a few days, in order to consult with some of our friends respecting the facts in the case.

A Word to School Committees and Teachers. — We have written, with our own hands, and with the hands of kind friends who have volunteered their services, a letter to the "Chairman of the School Committee" in every town in Massachusetts, and accompanied it with a package of the Teacher, sent by mail, postage paid, to the same address. We hope, and confidently trust, that Committees and Teachers will coöperate with each other in improving this opportunity, to bring our State Educational Journal to the notice of every teacher in the State. The Massachusetts Teacher is taken in every one of the thirty-four States, in the Territories, the Canadas, and the Sandwich Islands, and it seems almost incredible that, in our own Massachusetts — most noble and generous in all that pertains to education, first in its appropriations for schools, Normal Schools, institutes, State and County associations, and first in the pay of its teachers — there should be any still willing to deprive themselves of the privilege of supporting and reading their own professional Monthly, at the trifling expense of one dollar.

Singular. — That a single subscriber has forgotten the single dollar for 1861. One subscriber sends three dollars for three years in advance; another sends two dollars in advance, for the journal, "every monthly issue of which is worth the subscription price for the year." If, as Dr. Franklin suggests, a clear conscience is necessary for pleasant dreams, we commend the example of these friends to any whose "wakeful sleep" is in any way singular.

AGENTS WANTED. - A few responsible Agents are wanted, to canvass for the "Teacher."

For Sale. — Maps, Charts, Reference Books, a School Printing Press, and a School Melodeon. Teachers and School Committees will be interested in the advertising page, headed "For Sale." We are requested to say, that each of the articles will be sold at a considerable discount, for cash.

BOOK NOTICES.

FAMILY GYMNASIUM: Containing the most Improved Methods of Applying Gymnastic, Calisthenic, Kinesipathic, and Vocal Exercises for the Development of the Bodily Organs, the Invigoration of their Functions, the Preservation of Health, and the Cure of Diseases and Deformities. With numerous Illustrations. By R. T. Trall, M. D. New York: Fowler & Wells.

PHYSIOLOGY AND CALISTHENICS, for Schools and Families. By CATHERINE E. BEECHER. New York: Harper & Brothers.

Considerable interest for gymnastic exercises has been awakened at, and shown since, the last meeting of the American Institute for Instruction. In Boston and its vicinity as well as in other cities, gymnastic classes have been formed, and bodily exercises have been introduced into many schools. The Boston authorities have

taken steps toward the introduction of calisthenics and gymnastics into the public institutions of learning, and more than a hundred Boston teachers are now instructed by Dr. D. Lewis in systematic exercises. "Lewis' New Gymnastics," a monthly journal, was started last November, and will doubtless do much to increase the interest. The editor is so much convinced of the value of his publication that he offers to pay back the subscription dollar to every one, to whom the paper has not been worth a thousand dollars in health and happiness, at the end of the year.

We have had frequent applications for the titles of books containing gymnastic exercises, systematically arranged. Dr. Trall's Gymnasium and Miss Beecher's Physiology and Calisthenics, deserve the attention of parents and teachers. Miss Beecher's book contains a short, yet comprehensive course of physiology and hygiene, written in an easy style, that will make the work interesting to children and adults. The calisthenic exercises are arranged on scientific principles with the design of exercising all the muscles equably and harmoniously. They can be practised in schools or in families, without apparatus, and without a room set apart for the purpose. All such exercises that involve danger, either from excess or accidents, are excluded. The numerous cuts are well selected and executed, and accompanied by words of command. Dr. Trall's work takes a wider range, requires more apparatus, is not limited to in-door, exercises and contains more illustrations. The cuts are accompanied by notes, which describe precisely the various positions and their effects upon the bodily system. The fifth department, containing "Vocal Exercises," is a new feature in works of this kind, and combines usefulness with brevity.

By the aid of either of these books any intelligent teacher, unacquainted with gymnastics, may fit himself to select and teach many excellent exercises.

THE NORMAL PRIMARY ARITHMETIC:

THE NORMAL MENTAL ARITHMETIC, a thorough and complete Course, by Analysis and Induction.

METHODS OF TEACHING MENTAL ARITHMETIC, and Key to the Normal Mental Arithmetic. Containing also many Suggestions and Methods for Arithmetical Contractions, and a Collection of Problems of an interesting and amusing Character, for Class Exercise. By Edward Brooks, A. M., Professor of Mathematics in the Pennsylvania State Normal School. Philadelphia: Tower, Barnes & Co. 1860.

It has been a pleasant task to examine these three books. Combining brevity with precision, and practical variety with thoroughness, they are the fruit of study, talent, and experience. They may be seen at any time at our office.

Personal History of Lord Bacon. From Unpublished Papers. By William Herworth Dixon, of the Inner Temple. Boston: Ticknor & Fields. 1861. The title of this volume will not fail to fix the attention of all who read good books. To be admitted to the arcana of a great man's private life, and to new views of his public career, is a privilege which can hardly be overvalued. Bacon's life is here exhibited in an exceedingly interesting manner. The author vigorously defends the great philosopher, jurist, and statesman, against the charges which caused his downfall, and which men have, since his day, too willingly assumed to be true. The charge of base ingratitude and treachery to his early friend, Essex, and the graver charge of having administered justice under the influence of bribes, are skilfully met.

Pope called Bacon "the wisest, brightest, meanest of mankind." Mr. Dixon,

with affectionate zeal and flashing pen, proves that he was not half so mean as those who procured his condemnation. The book must be read to be fully appreciated.

ANALYTIC ELOCUTION: an Analysis of the Powers of the Voice for the purpose of Expression in Speaking. Illustrated by Copious Examples, and marked by a System of Notation. Designed for the use of Schools, Colleges, and Private Students. By J. C. Zachos, A. M. New York: A. S. Barnes & Burr. For sale by Brown & Taggard in Boston.

The peculiar value of this new and instructive work will be found to consist in its plain style, its methodical progression, an excellent selection of examples and exercises, and a very appropriate system of notation.

THE FIRST BOOK OF THE CONSTITUTION: A familiar Exposition of the Constitution of the United States. Designed for the Use of Schools. By Furman Sheppard. Philadelphia: J. B. Lippincott & Co. 1861.

THE POLITICAL MANUAL: being a Complete View of the Theory and Practice of the General and State Governments of the United States. Adapted to the Use of Colleges, Academies, and Schools. By Edward D. Mansfield, late Professor of Constitutional Law. New York: A. S. Barnes & Burr. 1861. For sale by Crosby, Nichols, Lee, & Co.

Both works have evidently been prepared with much care; contain a great deal of reliable information, and a clear exposition of the Constitution on points not controversial. Mansfield's Manual is a revised and enlarged edition of his original work, which was first published twenty-five years ago. Both books are well adapted to the use of students and scholars, and no American citizen, native or adopted, should be without a copy of one of these works.

A HISTORY OF ENGLAND, illustrated by Charts, and adapted to the Use of Schools, Colleges, and the Private Study. By George Palmer. Second Electrotype Edition. Boston: Robert S. Davis & Co. 1861. 440 pages.

Next to the history of our own country, that of our mother country, England, possesses far the highest claims upon Americans. Many histories of England have been written, designed for the use of schools; but we have seen none that seem better adapted for such use than the one before us. The story is told in simple, but attractive style, free from undue poetical embellishments. The statements of the book are so made that the pupil can readily understand and learn them. A handsome chart, which shows the royal line of descent, accompanies the history, and will prove an important aid.

Teachers, who desire a text-book which contains a pretty full course of English history, will find this book well adapted to meet their wants.

AUTOBIOGRAPHY OF THE REV. DR. ALEXANDER CARLYLE, Minister of Inveresk.

Containing Memorials of the Men and Events of His Time. Boston: Ticknor & Fields. 1861. 471 pages.

Dr. Carlyle was a distinguished minister of the Scotch Church. His autobiography, which covers the period from 1722 to 1770, is filled with recollections of personal intercourse with the distinguished men of his day, — philosophers, poets, and statesmen, — and presents living pictures of life at court and on the "tented field," which give to the past all the vividness of the present. We read herein of Erskine, Stewart, Wilkes, Garrick, Collins, Smollett, David Hume, Adam Smith, Ferguson, Dr. Robertson, Chatham, Clive, Benjamin Franklin, and a host of others, whom the world will long remember. With many of these great

men Dr. Carlyle was intimate, and the accounts of his intercourse with them are crowded with interest. This work has received a hearty welcome from the literary public.

RITCHIE'S CATALOGUE OF SCHOOL APPARATUS can be obtained of the manufacturer, E. S. Ritchie, 313 Washington street, Boston. It contains illustrations of instruments which Mr. R. has devised and constructed, with the object of offering to the Common Schools a class of apparatus, at moderate cost, for the elucidation of the elementary principles of natural philosophy. Every article is warranted to be well made, and neatly finished. Testimonials from professional men in all sections of our country are found on the last pages of the catalogue.

AN ESSAY ON THE STUDY OF THE LATIN LANGUAGE in our Schools and Colleges, at the Expense of Writing and Speaking in English, especially extemporaneously. By THOMAS A. MERRILL, D.D. New York: Leavitt & Allen. 1860.

An able treatise on an important subject.

CLASS BOOK OF BOTANY; being Outlines of the Structure, Physiology, and Classification of Plants; with a Flora of the United States and Canada By Alphonso Wood, A.M. New York: A.S. Barnes & Burr. 1861.

This revised, condensed, and enlarged edition resembles its first publication as much as a full-grown man resembles himself while yet an undeveloped boy. Aided by many and distinguished co-workers, the author has given to students of botany a work highly valuable on account of its systematic course, the amount of rich and reliable material, the numerous and well executed illustrations, and last, but not least, the living and life-giving spirit which pervades the whole. We abstain unwillingly from a comparison of this work with Asa Gray's First Lessons in Botany, and an enumeration of special points which strike us favorably; and close by recommending it to schools and students.

THE CONNECTICUT COMMON SCHOOL JOURNAL begins the year under encouraging auspices, and with an increased list of subscribers. The wide and varied experience of the editor, Charles Northend, Esq., as a practical teacher, superintendent of schools, instructor in teachers' institutes, State agent in educational labors in Connecticut, and author of several school books and other educational works, has given him rare opportunities of observing the actual wants of the school-room, and the prevailing errors in the instruction and management of schools. Under his administration, this journal has been eminently practical, and abounded in valuable hints and suggestions to teachers, parents, and committees. The January number has struck a rich vein, not hitherto opened in our educational periodicals. We refer to the beginning of a series of articles on the "origin of words," which promises to be both instructive and useful. The subject of work in connection with the study of our noble vernacular, is deservedly attracting increased attention in many of our schools. This journal has rendered an important service to the cause of education in Connecticut, and has introduced new and improved methods of teaching into many of her schools, and advanced popular sentiment as to the true nature of education, the requisite qualifications of teachers, and the responsibility and dignity of the profession. When its circulation corresponds with its merits, its list of subscribers will at least equal the number of teachers in Connecticut.